



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2009  
Code: 12461692  
SAU: MSAD 52  
School: Tripp Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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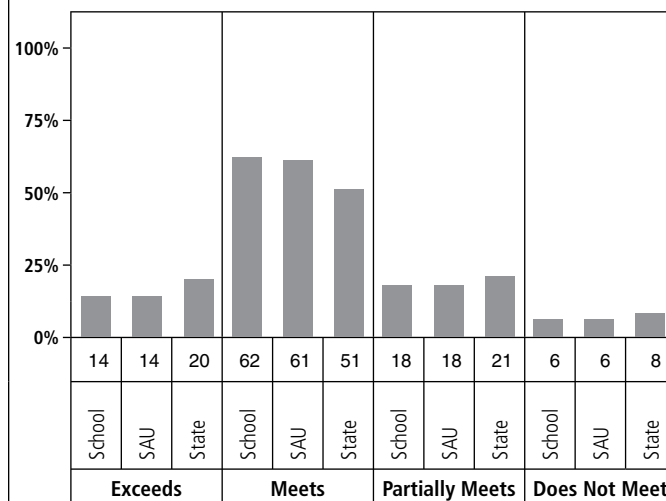
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 8  
SAU: MSAD 52  
School: Tripp Middle School

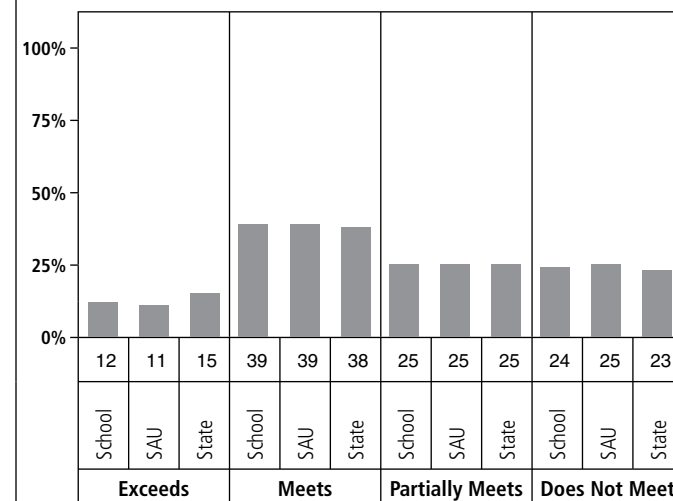
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	847	847	847
2007–2008	855	855	849
<b>2008–2009</b>	<b>850</b>	<b>850</b>	<b>850</b>
Cum. Avg.*	851	851	849
<b>Mathematics</b>			
2006–2007	842	841	842
2007–2008	843	843	841
<b>2008–2009</b>	<b>841</b>	<b>841</b>	<b>843</b>
Cum. Avg.*	842	842	842
<b>Science</b>			
<b>2008–2009 **</b>	<b>848</b>	<b>847</b>	<b>846</b>

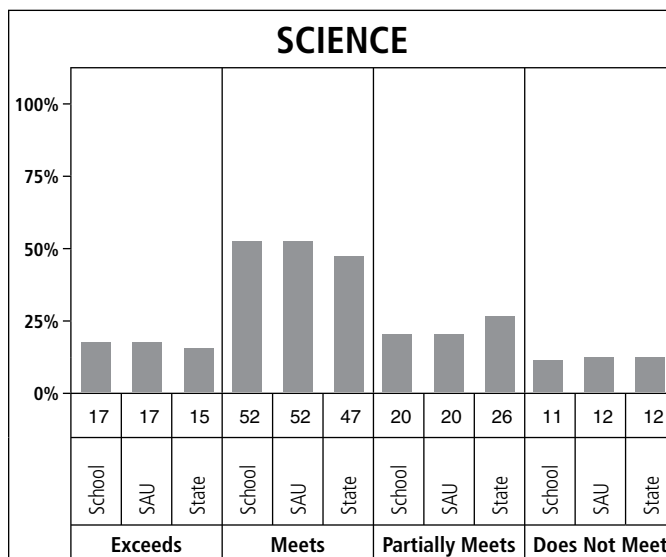
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\* Because science standards were reset in May 2009, no historical data are available

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 8  
SAU: MSAD 52  
School: Tripp Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%		%		%		%	
<b>Total number of students</b>	149	100	150	100	14804	100	148	99	149	99	14659	99	148	99	149	99	14653	99	147	99	148	99	14626	99
<b>Ethnicity</b> African American/Black	1	1	1	1	377	3	1	100	1	100	366	97	1	100	1	100	371	98	1	100	1	100	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	0	0	0	0	238	2	0	0	0	0	232	97	0	0	0	0	234	98	0	0	0	0	234	98
Hispanic	3	2	3	2	192	1	3	100	3	100	188	98	3	100	3	100	191	100	3	100	3	100	190	99
Caucasian/White	145	97	146	97	13878	94	144	99	145	99	13756	99	144	99	145	99	13742	99	143	99	144	99	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	34	23	35	23	2489	17	34	100	35	100	2434	99	34	100	35	100	2424	98	33	97	34	97	2418	98
<b>Current LEP</b>	2	1	2	1	349	2	2	100	2	100	331	95	2	100	2	100	342	98	2	100	2	100	338	97
<b>Economically disadvantaged</b>	52	35	53	35	5460	37	51	98	52	98	5380	99	51	98	52	98	5377	99	50	96	51	96	5359	98
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%	
<b>Participation without accommodations</b>	123	83	123	82	12132	82	123	83	123	82	12124	82	137	92	137	91	12169	82
Identified disability (PET/IEP)	10	8	10	8	379	3	10	8	10	8	380	3	24	18	24	18	425	3
LEP	1	1	1	1	166	1	1	1	1	1	169	1	2	1	2	1	168	1
504 plan	2	2	2	2	200	2	2	2	2	2	200	2	2	1	2	1	202	2
<b>Participation with accommodations</b>	24	16	25	17	2349	16	24	16	25	17	2347	16	9	6	10	7	2288	15
Identified disability (PET/IEP)	23	96	24	96	1877	80	23	96	24	96	1862	79	8	89	9	90	1824	80
LEP	1	4	1	4	158	7	1	4	1	4	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	1	4	1	4	292	12	1	4	1	4	297	13	1	11	1	10	280	12
<b>Participation through alternate assessment (PAAP)</b>	1	1	1	1	178	1	1	1	1	1	182	1	1	1	1	1	169	1
Identified disability (PET/IEP)	1	100	1	100	178	100	1	100	1	100	182	100	1	100	1	100	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
<b>Non-participation – other</b>	1	1	1	1	113	1	1	1	1	1	117	1	2	1	2	1	140	1

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 8  
SAU: MSAD 52  
School: Tripp Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	24	15	24	15	2407	16
	2007-2008	55	34	55	34	3428	23
	<b>2008-2009</b>	<b>21</b>	<b>14</b>	<b>21</b>	<b>14</b>	<b>2857</b>	<b>20</b>
	Cum. Total*	100	21	100	21	8692	19
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	91	55	91	55	7494	49
	2007-2008	79	48	79	48	7179	48
	<b>2008-2009</b>	<b>91</b>	<b>62</b>	<b>91</b>	<b>61</b>	<b>7431</b>	<b>51</b>
	Cum. Total*	261	55	261	55	22104	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	33	20	33	20	3628	24
	2007-2008	24	15	24	15	2706	18
	<b>2008-2009</b>	<b>26</b>	<b>18</b>	<b>27</b>	<b>18</b>	<b>2979</b>	<b>21</b>
	Cum. Total*	83	18	84	18	9313	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	16	10	17	10	1810	12
	2007-2008	5	3	5	3	1611	11
	<b>2008-2009</b>	<b>9</b>	<b>6</b>	<b>9</b>	<b>6</b>	<b>1214</b>	<b>8</b>
	Cum. Total*	30	6	31	7	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	35.7	63.8	35.7	63.8	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.3	61.5	12.3	61.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	23.4	65.0	23.4	65.0	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: MSAD 52  
 School: Tripp Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	147	21	14	91	62	26	18	9	6	850	148	14	61	18	6	850	14481	20	51	21	8	850
<b>Ethnicity</b>																						
African American/Black	1										1						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	0										0						231	28	43	19	10	851
Hispanic	3										3						186	17	48	23	12	847
Caucasian/White	143	21	15	89	62	25	17	8	6	850	144	15	62	18	6	850	13586	20	52	20	8	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	33	0	0	10	30	16	48	7	21	836	34	0	29	50	21	837	2256	2	25	40	34	834
No	114	21	18	81	71	10	9	2	2	854	114	18	71	9	2	854	12225	23	56	17	4	853
<b>Current LEP</b>																						
Yes	2										2						324	5	34	36	26	838
No	145	21	14	90	62	26	18	8	6	850	146	14	62	18	5	850	14157	20	52	20	8	850
<b>Economically disadvantaged</b>																						
Yes	51	4	8	33	65	10	20	4	8	846	52	8	63	21	8	846	5277	10	46	29	15	844
No	96	17	18	58	60	16	17	5	5	852	96	18	60	17	5	852	9204	26	54	16	5	853
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	841
No	147	21	14	91	62	26	18	9	6	850	148	14	61	18	6	850	14476	20	51	21	8	850
<b>Gender</b>																						
Female	65	11	17	36	55	11	17	7	11	849	66	17	55	18	11	849	7074	25	51	18	6	852
Male	82	10	12	55	67	15	18	2	2	850	82	12	67	18	2	850	7407	14	51	23	11	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	9	43	35	14	843
No	147	21	14	91	62	26	18	9	6	850	148	14	61	18	6	850	13624	20	52	20	8	850
<b>Gifted/talented program</b>																						
Yes	2										2						700	69	30	1	0	867
No	145	19	13	91	63	26	18	9	6	850	146	13	62	18	6	850	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 8  
SAU: MSAD 52  
School: Tripp Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	5	63	2	25	1	13	842	5	0	63	25	13	842	8	8	39	29	24	841
B. less than one hour	42	9	15	33	54	15	25	4	7	849	41	15	54	25	7	849	51	17	53	22	8	849
C. one to two hours	48	11	16	47	67	8	11	4	6	852	48	16	67	11	6	852	36	24	52	18	5	852
D. more than two hours	5	1	14	6	86	0	0	0	0	853	5	13	75	13	0	852	5	29	45	18	9	852
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	34	13	27	28	57	7	14	1	2	854	34	26	56	16	2	854	31	35	50	11	4	856
B. good	57	8	10	56	67	14	17	5	6	849	56	10	67	17	6	849	47	16	55	21	7	849
C. fair	10	0	0	7	50	4	29	3	21	842	10	0	50	29	21	842	18	5	47	33	15	842
D. poor	0										0						3	2	39	37	22	839
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	42	12	20	40	66	8	13	1	2	853	42	20	66	13	2	853	32	27	54	14	5	853
B. They match some of what I have learned.	50	9	12	46	63	11	15	7	10	849	51	12	62	16	9	849	52	18	53	22	8	850
C. They match just a little of what I have learned.	7	0	0	5	50	4	40	1	10	842	7	0	50	40	10	842	12	11	45	29	15	844
D. There is no match.	1	0	0	0	0	1	100	0	0	832	1	0	0	100	0	832	4	6	34	33	26	838
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	11	1	6	7	44	3	19	5	31	843	11	6	44	19	31	843	15	13	42	28	17	844
B. about the same as my regular schoolwork	65	10	11	64	69	15	16	4	4	850	64	11	69	16	4	850	64	19	53	20	7	850
C. easier than my regular schoolwork	24	10	29	20	57	5	14	0	0	855	25	28	56	17	0	855	22	25	52	16	6	852
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	4	0	0	1	17	4	67	1	17	837	4	0	17	67	17	837	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	54	9	12	46	60	14	18	8	10	847	54	12	60	18	10	847	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	42	12	20	42	71	5	8	0	0	856	42	20	70	10	0	855	40	30	53	13	4	855
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	46	9	13	41	61	13	19	4	6	850	47	13	60	21	6	849	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	51	11	15	47	64	11	15	5	7	851	51	15	64	15	7	851	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	3	1	25	3	75	0	0	0	0	853	3	25	75	0	0	853	7	12	46	27	15	845
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	16	4	17	16	70	2	9	1	4	850	16	17	67	13	4	850	19	26	53	15	6	853
B. 20 minutes to an hour	49	12	17	44	61	12	17	4	6	851	49	17	61	17	6	851	40	25	52	17	6	852
C. less than 20 minutes	17	4	16	15	60	3	12	3	12	850	17	16	60	12	12	850	15	18	51	21	10	849
D. I rarely read at home.	18	1	4	16	62	8	31	1	4	846	18	4	62	31	4	846	26	7	50	30	13	844
<b>How do you feel about the following statement?</b>																						
<b>"My knowledge of reading will be useful to me as an adult."</b>																						
A. strongly agree	52	14	18	47	62	10	13	5	7	851	52	18	61	14	6	851	42	27	51	15	6	853
B. agree	44	7	11	40	63	14	22	3	5	849	44	11	63	22	5	849	50	15	53	23	9	848
C. disagree	4	0	0	4	67	1	17	1	17	849	4	0	67	17	17	849	7	8	46	32	14	843
D. strongly disagree	0										0						2	6	39	35	21	840
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	33	1	100	0	0	0	0	0	0	866	33	100	0	0	0	866						
D.	67	0	0	0	0	1	50	1	50	830	67	0	0	50	50	830						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 8  
SAU: MSAD 52  
School: Tripp Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	19	12	19	12	1952	13
	2007-2008	19	12	19	12	1657	11
	<b>2008-2009</b>	<b>17</b>	<b>12</b>	<b>17</b>	<b>11</b>	<b>2116</b>	<b>15</b>
	Cum. Total*	55	12	55	12	5725	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	63	38	63	38	5870	38
	2007-2008	73	45	73	45	5956	40
	<b>2008-2009</b>	<b>57</b>	<b>39</b>	<b>57</b>	<b>39</b>	<b>5443</b>	<b>38</b>
	Cum. Total*	193	41	193	41	17269	39
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	41	25	41	25	3982	26
	2007-2008	36	22	36	22	3729	25
	<b>2008-2009</b>	<b>37</b>	<b>25</b>	<b>37</b>	<b>25</b>	<b>3556</b>	<b>25</b>
	Cum. Total*	114	24	114	24	11267	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	41	25	42	25	3534	23
	2007-2008	35	21	35	21	3579	24
	<b>2008-2009</b>	<b>36</b>	<b>24</b>	<b>37</b>	<b>25</b>	<b>3356</b>	<b>23</b>
	Cum. Total*	112	24	114	24	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	27.6	49.3	27.5	49.1	28.6	51.1
<b>A. Number</b>	<b>8</b>	<b>14</b>	3.1	38.8	3.1	38.8	3.7	46.3
<b>B. Data</b>	<b>16</b>	<b>29</b>	8.7	54.4	8.6	53.8	8.9	55.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	5.1	42.5	5.1	42.5	5.0	41.7
<b>D. Algebra</b>	<b>20</b>	<b>36</b>	10.7	53.5	10.7	53.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: MSAD 52  
 School: Tripp Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	147	17	12	57	39	37	25	36	24	841	148	11	39	25	25	841	14471	15	38	25	23	843
<b>Ethnicity</b>																						
African American/Black	1										1						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	0										0						233	27	33	20	21	847
Hispanic	3										3						190	8	31	26	34	836
Caucasian/White	143	17	12	56	39	36	25	34	24	841	144	12	39	25	24	841	13567	15	38	25	22	843
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	33	1	3	5	15	5	15	22	67	822	34	3	15	15	68	822	2242	2	12	22	63	824
No	114	16	14	52	46	32	28	14	12	846	114	14	46	28	12	846	12229	17	42	25	16	846
<b>Current LEP</b>																						
Yes	2										2						336	6	18	26	51	829
No	145	17	12	57	39	36	25	35	24	841	146	12	39	25	25	841	14135	15	38	25	23	843
<b>Economically disadvantaged</b>																						
Yes	51	1	2	19	37	9	18	22	43	833	52	2	37	17	44	833	5270	6	30	28	36	835
No	96	16	17	38	40	28	29	14	15	845	96	17	40	29	15	845	9201	20	42	22	16	847
<b>Migrant</b>																						
Yes	0										0						5	0	0	40	60	828
No	147	17	12	57	39	37	25	36	24	841	148	11	39	25	25	841	14466	15	38	25	23	843
<b>Gender</b>																						
Female	65	5	8	26	40	14	22	20	31	838	66	8	39	21	32	838	7070	15	39	25	22	843
Male	82	12	15	31	38	23	28	16	20	843	82	15	38	28	20	843	7401	14	36	25	25	842
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	5	25	33	37	835
No	147	17	12	57	39	37	25	36	24	841	148	11	39	25	25	841	13614	15	38	24	22	843
<b>Gifted/talented program</b>																						
Yes	2										2						700	68	27	3	1	866
No	145	15	10	57	39	37	26	36	25	840	146	10	39	25	25	840	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 8  
SAU: MSAD 52  
School: Tripp Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	13	1	13	6	75	818	5	0	13	13	75	818	8	8	24	24	44	833
B. less than one hour	42	8	13	20	33	21	34	12	20	841	41	13	33	34	20	841	51	12	38	26	23	842
C. one to two hours	48	9	13	32	46	13	19	16	23	844	48	13	46	19	23	844	36	19	40	23	19	845
D. more than two hours	5	0	0	4	57	2	29	1	14	845	5	0	50	25	25	843	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	25	10	28	15	42	9	25	2	6	852	24	28	42	25	6	852	28	33	41	15	11	852
B. good	46	6	9	31	46	13	19	17	25	841	46	9	46	19	26	840	45	11	43	25	21	842
C. fair	28	1	2	10	24	15	37	15	37	833	28	2	24	37	37	833	21	3	27	35	35	834
D. poor	1	0	0	1	50	0	0	1	50	835	1	0	50	0	50	835	5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	29	8	19	21	50	12	29	1	2	850	29	19	50	29	2	850	28	23	41	21	15	848
B. They match some of what I have learned.	53	6	8	27	35	21	27	23	30	839	53	8	35	27	31	838	52	13	40	25	21	843
C. They match just a little of what I have learned.	14	3	14	8	38	4	19	6	29	840	14	14	38	19	29	840	16	8	28	30	34	836
D. There is no match.	4	0	0	1	17	0	0	5	83	819	4	0	17	0	83	819	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	42	2	3	23	38	17	28	19	31	836	42	3	37	27	32	836	32	6	34	29	32	837
B. about the same as my regular schoolwork	43	5	8	25	40	17	27	15	24	840	42	8	40	27	24	840	52	13	41	25	20	843
C. easier than my regular schoolwork	15	10	45	9	41	3	14	0	0	859	15	45	41	14	0	859	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	47	2	3	27	39	22	32	18	26	839	48	3	39	31	27	838	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	50	13	18	30	41	14	19	16	22	843	50	18	41	19	22	843	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	3	2	50	0	0	1	25	1	25	852	3	50	0	25	25	852	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	25	2	6	16	44	9	25	9	25	840	24	6	44	25	25	840	34	18	40	22	20	845
B. two or three days a week	25	2	6	14	39	15	42	5	14	840	24	6	39	42	14	840	35	14	38	26	21	843
C. two or three times each month	24	8	23	14	40	5	14	8	23	847	24	23	40	14	23	847	18	12	37	27	24	841
D. never or almost never	27	5	13	13	33	8	21	13	33	838	27	13	33	20	35	838	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	0										0						9	13	38	23	26	841
B. two or three days a week	4	1	17	0	0	0	0	5	83	815	4	17	0	0	83	815	17	11	37	26	26	841
C. two or three times each month	10	1	7	8	57	0	0	5	36	839	10	7	57	0	36	839	28	15	40	25	20	844
D. never or almost never	86	15	12	49	39	37	29	25	20	843	86	12	39	29	20	843	46	16	36	24	23	843
How do you feel about the following statement?																						
“My knowledge of mathematics will be useful to me as an adult.”																						
A. strongly agree	62	11	12	38	42	20	22	21	23	842	62	12	42	22	24	842	52	19	41	22	18	846
B. agree	34	6	12	18	37	14	29	11	22	841	33	12	37	29	22	841	39	11	35	27	27	840
C. disagree	3	0	0	1	20	3	60	1	20	832	3	0	20	60	20	832	6	7	28	26	39	835
D. strongly disagree	1	0	0	0	0	0	0	2	100	812	1	0	0	0	100	812	3	4	25	28	43	832
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	33	0	0	1	100	0	0	0	0	848	33	0	100	0	0	848						
D.	67	0	0	0	0	0	0	2	100	803	67	0	0	0	100	803						

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 8  
SAU: MSAD 52  
School: Tripp Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	25	17	25	17	2155	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	76	52	76	52	6687	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	29	20	29	20	3672	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	16	11	17	12	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	56	100	33.0	58.9	32.9	58.8	32.0	57.1
<b>D. The Physical Setting</b>	31	55	18.1	58.4	18.0	58.1	17.1	55.2
<b>D1/D2 Earth/Space</b>	17	30	9.4	55.3	9.3	54.7	9.4	55.3
<b>D3/D4 Matter and Energy/Force and Motion</b>	14	25	8.7	62.1	8.7	62.1	7.7	55.0
<b>E. The Living Environment</b>	25	45	14.9	59.6	14.9	59.6	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 8  
SAU: MSAD 52  
School: Tripp Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	146	25	17	76	52	29	20	16	11	848	147	17	52	20	12	847	14263	15	47	26	12	846
<b>Ethnicity</b>																						
African American/Black	1										1						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	0										0						230	20	44	23	13	848
Hispanic	3										3						184	9	45	29	16	842
Caucasian/White	142	25	18	74	52	28	20	15	11	848	143	17	52	20	11	848	13375	15	47	25	12	846
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	32	3	9	6	19	11	34	12	38	835	33	9	18	33	39	834	2221	3	22	36	38	832
No	114	22	19	70	61	18	16	4	4	851	114	19	61	16	4	851	12042	17	51	24	7	848
<b>Current LEP</b>																						
Yes	2										2						331	4	20	39	37	832
No	144	25	17	75	52	29	20	15	10	848	145	17	52	20	11	848	13932	15	48	25	12	846
<b>Economically disadvantaged</b>																						
Yes	50	3	6	27	54	12	24	8	16	842	51	6	53	24	18	841	5184	6	40	33	21	840
No	96	22	23	49	51	17	18	8	8	850	96	23	51	18	8	850	9079	20	51	21	8	849
<b>Migrant</b>																						
Yes	0										0						5	0	0	80	20	829
No	146	25	17	76	52	29	20	16	11	848	147	17	52	20	12	847	14258	15	47	26	12	846
<b>Gender</b>																						
Female	65	7	11	35	54	13	20	10	15	844	66	11	53	20	17	844	6953	14	47	28	11	846
Male	81	18	22	41	51	16	20	6	7	850	81	22	51	20	7	850	7310	16	46	24	13	846
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						828	5	35	40	20	839
No	146	25	17	76	52	29	20	16	11	848	147	17	52	20	12	847	13435	16	48	25	12	846
<b>Gifted/talented program</b>																						
Yes	2										2						699	65	34	2	0	865
No	144	23	16	76	53	29	20	16	11	847	145	16	52	20	12	847	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 8  
SAU: MSAD 52  
School: Tripp Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	1	13	1	13	3	38	3	38	838	5	13	13	38	38	838	8	8	34	28	30	837
B. less than one hour	42	11	18	28	46	16	26	6	10	847	41	18	46	26	10	847	51	14	48	27	11	846
C. one to two hours	48	12	17	43	61	8	11	7	10	849	48	17	61	11	10	849	36	19	48	24	9	848
D. more than two hours	5	1	14	4	57	2	29	0	0	850	5	13	50	25	13	846	5	17	49	20	14	847
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	30	17	39	20	45	5	11	2	5	857	31	38	44	11	7	856	23	27	47	17	8	851
B. good	55	8	10	45	56	17	21	10	13	845	54	10	56	21	13	845	53	15	50	26	10	847
C. fair	14	0	0	10	50	6	30	4	20	837	14	0	50	30	20	837	20	4	43	35	18	840
D. poor	1	0	0	1	50	1	50	0	0	843	1	0	50	50	0	843	4	4	27	34	35	834
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	38	13	24	27	49	10	18	5	9	850	38	23	48	18	11	849	26	20	49	23	9	849
B. They match some of what I have learned.	53	10	13	45	58	15	19	7	9	847	52	13	58	19	9	847	51	14	48	26	11	846
C. They match just a little of what I have learned.	9	2	15	3	23	4	31	4	31	841	9	15	23	31	31	841	18	13	44	28	15	844
D. There is no match.	1	0	0	1	100	0	0	0	0	850	1	0	100	0	0	850	4	5	33	30	32	836
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	23	4	12	15	44	11	32	4	12	843	23	12	44	32	12	843	32	13	45	28	14	844
B. about the same as my regular schoolwork	62	15	17	50	56	15	17	10	11	848	61	17	56	17	11	848	56	15	49	25	11	847
C. easier than my regular schoolwork	15	6	27	11	50	3	14	2	9	851	16	26	48	13	13	849	11	21	43	22	13	847
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	44	8	13	36	56	13	20	7	11	847	45	12	55	20	12	846	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	53	15	20	39	51	15	20	7	9	849	52	20	51	20	9	849	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	3	2	50	1	25	0	0	1	25	856	3	50	25	0	25	856	6	8	36	29	26	839
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	20	3	10	16	55	5	17	5	17	845	20	10	55	17	17	845	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	21	5	17	13	43	10	33	2	7	847	21	16	42	32	10	846	23	17	49	22	12	847
C. the course(s) described in B, plus physics	14	10	50	8	40	2	10	0	0	859	14	50	40	10	0	859	21	31	44	17	7	852
D. a life science and physical science class	45	6	9	39	60	12	18	8	12	845	45	9	60	18	12	845	30	7	46	32	14	842
<b>How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."</b>																						
A. strongly agree	37	14	26	26	49	8	15	5	9	851	37	26	48	15	11	851	27	23	47	20	10	849
B. agree	36	7	13	27	52	13	25	5	10	846	36	13	52	25	10	846	37	14	47	27	12	846
C. disagree	17	1	4	14	56	5	20	5	20	842	17	4	56	20	20	842	25	11	48	29	12	845
D. strongly disagree	10	3	20	9	60	2	13	1	7	849	10	20	60	13	7	849	11	9	44	31	17	842
<b>How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."</b>																						
A. strongly agree	41	17	28	26	43	11	18	6	10	851	42	28	43	18	11	850	31	22	46	22	10	849
B. agree	42	6	10	37	61	12	20	6	10	846	42	10	61	20	10	846	50	14	49	26	11	846
C. disagree	14	2	10	9	45	5	25	4	20	842	14	10	45	25	20	842	14	9	45	31	15	843
D. strongly disagree	3	0	0	4	100	0	0	0	0	847	3	0	100	0	0	847	5	3	38	34	25	837
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	33	1	100	0	0	0	0	0	0	864	33	100	0	0	0	864						
D.	67	0	0	0	0	1	50	1	50	823	67	0	0	50	50	823						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number